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STUDY OF FIELDMATERILS IN KANNADA

169

DEPARTMENT OF LINGUISTICS, UNIVERSITY OF KERALA, KARIYAVATTOM
TRIVANDRUM

O B S E R V A T I O N S O N

F I E L D T R I P M A T E R I A L S

I N K A N N A D A

by

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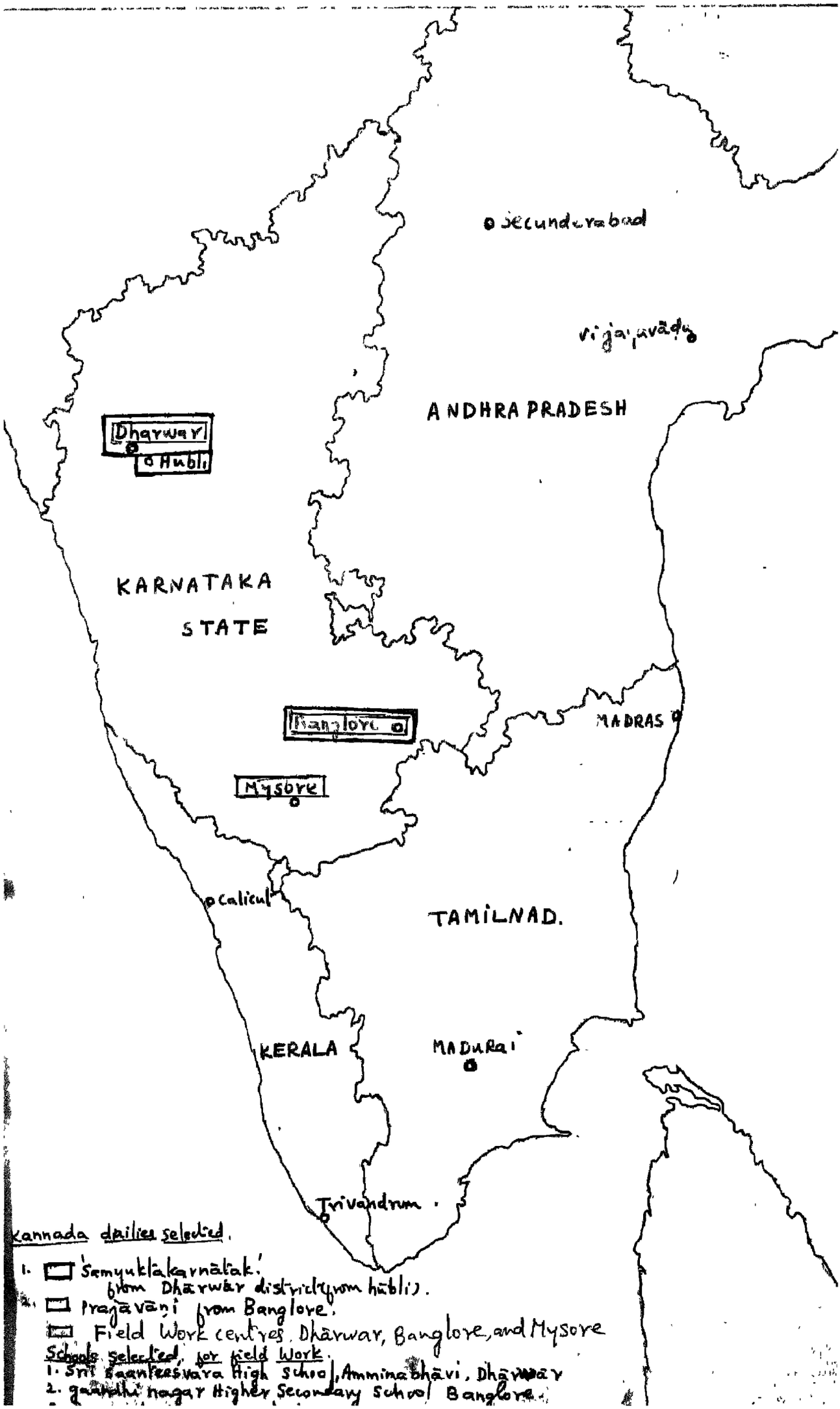
T R I V A N D R U M.



Kannada dailies selected.

1. Samyuktakarnātak.
   (from Dharwar district (from hubli).
2. Prajāvāṇi from Banglore.

Field Work centres. Dharwar, Banglore, and Mysore

Schools selected for field work.

1. Sri Saanteeswara High School, Amminabhāvi, Dharwar
2. Gandhi nagar Higher Secondary School Banglore.

THE SCHEME FOR FIELD WORK

For field work in Kannada, three centres were selected, viz, Dharwar (northern dialect), Mysore (central) and Bangalore (southern).

The following were the informants:

No.	Name of student	Caste	Age	Address	Std.
1.	N.S.Srivatsa	Brahmin	14	Demonstration High School, Mysore	IX
2.	M.C.Nanjundappa	Dhobi (O.B.C)	15	"	IX
3.	M.S.Neela*	Brahmin	14	"	IX
4.	S.Sanjay	Gaudas (M.C)	14	"	IX
5.	R.Prakash	Aras (M.C)	14	Gandhinagar Higher Secondary School, Bangalore	IX
6.	N.Upendramuurti	Brahmin	13	"	IX
7.	Jayashree S.Bhat*	Brahmin	13	"	IX
8.	S.M.Surees	Scheduled Caste	13	"	IX
9.	Basappa.Doo Vakkunda	Okkaliga (Middle caste)	15	Sree Santeesvara High School, Amminabhaavi, Dharwar	X
10.	Vimala Bhu.Deesayi*	Jain	14	"	IX
11.	Jayaprakaas F. Jagateri	Koravar (B.C.)	16	"	X
12.	Mukunda Raagavendra Katti	Brahmin	14	"	IX

The following items were collected from the students:

1. Elicitation of about 480 cognate vocabulary items: By giving them English Equivalents of those words, corresponding Kannada terms were elicited. It is marked in the index by the sign V_1 .... V_{12} in which 'V' stands for the vocabulary list and the number denotes the student who comes from the area as given in the list of informants and in the same order. Apart from the 12 informants who include three girls (*), there are two

additional informants, namely, Jayasrii (13) and Sasikala Kulakarni (14) who just kept company with their girl friends and who gave two lessons as oral recitation which have also been taken into account for analysis.

2. Phrase List: About 115 phrases were elicited (by giving their English equivalents) and they are noted by the sign $Ph_1 \ldots Ph_{12}$, 'Ph' standing for 'Phrase' and the number indicating the student from whom the phrase is elicited. The phrases are also cut into words for doing word index for the sake of convenience.

3. Construction Types: Thirteen clause construction types are elicited which are noted by the sign $Cl_1 \ldots Cl_{12}$. The English equivalent was given and the Kannada version was taped and transcribed from each student.

4. Sentence Types: Fortyfive sentence types were elicited by giving their English version and they are noted as $Se_1 \ldots Se_{12}$. This is also taped and transcribe

5. Stories: Eight stories -- mythological (3), Pancatantra (3) and stories of Wit and Wisdom (2) -- were prepared in English. Each student was given the choice to select any three stories from the above to be written by them in Kannada in the presence of the Investigator (Mr Rama). In the same way, three stories were elicited as oral recitation (even in colloquial language) and they were recorded and transcribed. If they are 'written' stories, they are marked by the sign 'W' while the oral type is marked as 'R' in the index. The following symbols are given in the index for the stories and the number 1 to 12 indicates the student who has recited or written that story.

A. <u>Mythological stories</u>

1. Sita's marriage - SM - as $Sm_1 \ldots Sm_{12}$
2. Kucheela/Sudaama - S - as $S_1 \ldots S_{12}$
3. Prahlaada - P - as $P_1 \ldots P_{12}$

B. <u>Pancatantra Stories</u>

1. Monkey and the crocodile - C - as $C_1 \ldots C_{12}$
2. Crab and the crane - K - as $K_1 \ldots K_{12}$
3. Lion and the Hare - L - as $L_1 \ldots L_{12}$

C. Stories of wit and wisdom

1. Tenaali raaman and the magician - T -as $T_1 \ldots T_{12}$

2. Tenaali raaman and the cat - Tc-as $Tc_1 \ldots Tc_{12}$

6. In addition to this, three students, one from Bangalore (N.Upendramuurti), one from Mysore (Srivatsava) and one from Dharwar (Basappa Doondibavakkunda) were asked to read different editorials from PRAJAAVAANI dated 1.1.75 (indicated in the index as EPV_1 and EPV_2) and SAMYUKTHAKARNATAK dated 28.12.74 (indicated in the index as ESK. This is recorded just to check the pronunciation of the students as well as of the elders. The adults who have read the editorials are 1) A headmaster, Abbegeri, and 2) Appu.

7. In addition to this, the daily routine of student No.1 (N.S.Srivatsava) was taped as DC_1 and it is transcribed.

8. Three talks by three teachers were also recorded. 1) A Kannada woman teacher's talk on 'Dasara' noted by the sign Ds in the index, 2) a headmaster's talk as HM in the index and 3) A short talk by Mr Raama, Kannada Lecturer in the Department of Linguistics, University of Kerala as R_1 in the word index.

9. Kannada jokes, six in number, were recorded by asking an adult Kannadiga to read Nagemallige (noted as $J_1 \ldots J_6$ in the index).

10. Seventy English vocabulary items which were found as common among the Kannada, Malayalam, Tamil and Telugu newspapers and the Intensive course lessons were checked with a student and they were found to be available with the students. They are taped and transcribed as Ec and J in the index.

11. A short conversational text was recorded in Dharwar area and it is transcribed as C_B in the index.

12. A lesson from the X Std. Kannada detailed text "baadaamiya caalukyaru" was read by a student and an adult and they have been taped and transcribed as B.

13. The following AIR news bulletins were also recorded: a) two Kannada news bulletins from Delhi dated 1.1.75 (as DN_1) and 24.12.74 as DN_2; b) one Kannada news bulletin from Dharwar dated 2.1.75 noted as RN in

the index and c) an item 'graama ranga' was also recorded from Dharwar AIR indicated in the index as 'G'.

All the above texts were transcribed and indexed. The method we followed is the same as for the newspapers. The frequencies of words are written towards the right of the words and the meanings are also given along with them.

An Analysis of different texts from field was done and my observations are recorded separately and typed as observations of field work materials. Separate indexes of children's stories from different areas (written), conversational text and AIR Delhi news text were prepared for analysing the text materials. Since the volume of speech materials of teachers' and children's speeches, text book lesson etc were not sufficient in quantity for analysis and due to the shortage of time, my observations on the field materials may have their own limitations.

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17.2.1975

Tender observations on Kannada Field Work

1. Banglore students performance is better than the other two centres, as seen from a congnate study.

2. Free variation of vowel phonemes, consonants phonemes, nasalization of vowels, and the presence of 'ə' are characteristic features of the Dharwar area. We find a higher percentage of skt words in Dharwar than in the other 2 centres.

3. More colloquial forms of Kannada are available with Bangalore students in their story recitation. This is found in Dharwar student' conversation also.

4. More marathi and hindi influence of words is felt in Dharwar student's conversation.

5. More English influence is felt in Mysore.

6. A sociative marker 'goorkare' is found in Mysore which is not found till now in the two Newspapers we did (but available in Kannada - spoken lagnauge)

7. More tamil influence is felt in the usage of words like 'taatta', anna ,(father) konna (little) from Banglorearea

8. Analysis of AIR News both regional and Delhi News shows it is almost equal in standard (grammar and other respects) to the Newspaper language except we find a little lower percentage of place names.

9. Analysis of teacher's language shows that it is also nearly equal to the News language and we find aspiration and voicing in their recorded speech.

10. In students there are a few free variations among vowel phonemes iee, ooa, aspirated Vs unaspirated n ɔn, ṣ ɔś, |ɔ!.

11. Even in writing we find a few Free variations as to unaspirated Vs aspirated consonants. Eg. bhaavi ɔ baavi (well) in Banglore area.

A Cognation study of different texts with News paper language

Name of the text materials (field)	Percentage of Cognation with News paper dialect
1. Boys' conversation CB	87.5%
2. A Mysore student's daily routine DC_1	98%
3. A Mysore student's story writing WSM_1	90%
4. A Mysore Student's story recitation RSM_1	90%
5. Lead Master's speech LM.	98%
6. A lady (Kannada) teacher's speech Ds.	90%
7. Mr. Rama Kannada lecturer's speech R_1	92%
8. A.I.R. grama renga (G)	92%
9. AIR News Delhi (DN_1)	98%
10. AIR News Regional BN	97.2%
11. Poet Purandaradasar's kritis (A sample of two songs)	90%
12. A 10th Std. Kannada text book's lesson(B)	77.5%

Dialect differences noted from the students

Mysore	Dharwar
only. stu.No.4 has more nasalization	More nasalization of vowels Eg.'kavu'
little difference only felt between 'e' and 'a'	distinctive pronunciation of vowel 'a' Eg. 'kannu' ä-bile
	but no minimal pairs are found in my data (field)
More English influence is there in the pronunciation of words for the students	More Kannada words are preferred here in their usage of words.
lakshaniara rupayigalu/ gatle stu.No.3 (lac of rupees)	lakshagatle rupayigalu
sasiraru rupayigalu (gatle stu.No.3)	sasiragatle rupayigalu
vidyucchakti	karentu
siime enne	cinni enne/kallenne
neve dehali/hose /dilli	hose dehali
guttu	rahasya
kreyile	rooga
keri/kappu halage/karimane	kappu/kari/halage/palaka.
guttu	rahasya
kaayile	rooga
keri/kappu halage/karimane	kappu/keri halage/palaka
siime sunnavu	halapa/kaduvugalu
sayi	masi
sarsayi	canna
muurkha/nedda	muurkha
juvaa(strict)	kathina
muttaatta/taattaa (stu.No.4)	ajja (grand of other) ?
buksuu (stu.No.4)	pustaka
The student has the habit of adding (jana' along with numerals Eg.munnuuru jana hudugaru (Eg.Stu.No.4)	
usage of the suffix (article) gooskara (for the sake of)	It is found but 'agi' for the sake of) clitic is used in

[illegible] hudugu (large boy)	svatta hudugu
koone	kyarni/kholi (room)
sitta	sitabu svabharva
[illegible] pettige	kattige pettige (match box)
kulli	gidi (short girl)

New words from Bangalore area

[illegible], [illegible] (mother) stu.5

[illegible], [illegible] (father) stu.5

[illegible] (father) stu.7

[illegible] [illegible] (father) stu.6

[illegible], jevaru (servant)

[illegible] (servant) stu.6.

[illegible] (to cut) stu.5

[illegible] (stu.5)

tatta grandfather

mudravakiya slogan (stu.5,6)

[illegible] (to [illegible]) stu.5

karune, krpe (kind) stu.5

duudu, duuku (to push)

minit (minute)

khacita (definite)

dhumuku (to fall)

[illegible] (arrangement) stu.6

haaran (born)

kattunittu (serious) stu.6

dainika (newspaper) stu.6

betta, parvata (mountain) stu.6

drśya (scene) stu.6

maarga, haadi (road) stu.6

kerekt (correct)

śaaka (warm) stu.6

kadeya galigeyalli (at the last moment) stu.6

uluttiddaale (she is ploughing) stu.6

ereyuttidaale (she is ~~sleeping~~ walking) stu.6

lootu (cup -stu.6)

tarravaya (lion) stu.7

hissadu (to throw) stu.7

yajamanaru (husband) stu.7

dooku/nūku (to push) stu.7

kettu/age (to dip) stu.7

doosa (sin) stu.7

modda (dull) stu.7

budda (mountain) stu.7

baccittuko (to hide) stu.7

tapasvi (saint) stu.7

sadaa (always) stu.7

tere (scene) stu.7

kayile (disease) stu.7

salakarane (equipment (stu.7)

bechaare (warm) stu.7).

teeva (wet) stu.8)

oggattugalu (problem) stu.8

adrsta (luck) stu.8

ontiyagi (along) stu.8

sarvkari (private school) stu.8

jaldi (quick) stu.8

nagayutta (jumping stu.8

~~nagayutta-(jum~~

tiffin boxes, butti, ūtada pettige (lunchbox) stu.8

Note:- stu = student. Their names can be referred from their numbers. given in the first page of this text.

<u>New words from Mysore Area</u>

gundu/gundu	circle (stu.3)
balappa/siimesunnava	chalks.stu.3
pedda	foolish boy
muttaatta	grandfather stu.No.4

hotlegi	room stu.no.2
ombrisēr	umbrella stu.no.2
iishongu	tool and gave stu.no.2
jarvdelli	midnight stu.no.2
-geeshere (a clitic	for the sake of (from all the students)
rareene	rest
sudhrarisu'ollu	to take rest
beccaayisilollu	to escape stu.2
bakyrave	not stu.2
hrayile	disease stu.2
seehese	effort stu.2,4
beccaage	warm stu.2
cuunepeene	smoke stu.2
memmi	mother stu.4
anne	father stu.1
nevkere	servant stu.4
hetterisu	to cut stu.4,3
joogue	arrangement stu.4
eerisu	to dry stu.no.4
joodisu	to join stu.no.4
hesaru veesiyāde	famous stu.no.4
uurtu	total stu.no.4
śuure	brave stu.no.4
skool	scale stu.no.1
on phut	one foot stu.no.1
nuuku	to push stu.no.1
thane	policestation stu.no.1
jeesti maadu	to increase stu.no.1, no.3
aangreesi	English stu.no.1
halalidrage	when tired stu.no.1
loote	cup stu.no.1

New items in 480 word list (from Dharwar) students

svadeive/nesiila	opportunity/taste
karaaryriiti	condition
daniverrisu/visraanti	rest
sadar	immediately
vajje	heaviness/weight
rokka	wealth
oddo/hasi	wet
medulu/nidadu	brain
kimmaattu	cost/rate
haahisi	through/reason
erragata	blood
jiddu,byaane	disease
parat	special
okkaltana	agriculture
sappala	sound
joodane	connection
avagada	incident
candravaara	Monday
cata	virtue/habit
kedaru	to dig
mooti/moore	face
khooli/kvaani	room
iiyatte	class;standard
inaamu gede	to win a prize
negu	to rise

'Synonymns used by students in different areas'

kaadu	adavi	aranya	'forest'
kattige	saude		firewood
jaaga	sthala		place
kola	kere	saroovara	fisherman
pottana	gantu		pokket
jaanatana	buddhivantike		intelligence

saudha aramane palace

dangura lodesu dangura hoyisu dangura sarru to announce

anaghada anaaya kasta accident/difficulty

kathari khadga katti sword

dhumuku hara jigi jump

sañcarisu tirugaadu to tour, travel

taladuugu meccikollu hondradu to appreciate

mantragara indrajalakanu magician

kapata moosa vañcane to deceive

koradebetu gaatiyabetu gadibetu beating

prapaata galavada taggu deep pit

rajñe aapane order

gudugu garjisu gadarisu to roar

dada dande shore

binnavisu kaalikollu to request

aruhu tilisu to make to know

ullanghisu miiru to exceed/to disobey

prajoojana phalaprada useful

tantra upaaya solution

kokku cuñcu beak

Observations from a sample of a lesson (written) from all the students -- 'bokkareyu eediyu'

Phonology

1. There is Free variation of vowel phonemes even in writing in Dharwar area.

For eg. nade ∽ nadi to walk

bale ∽ bali net

aspirated sounds are written correctly by all the students.

There are a few spelling mistakes in student 11 and 12 (Dharwar) and their handwriting too is too bad to read. Vowel beginning words are less frequent than consonant beginning words in all of them.

Morphology

1. just as in News paper, here also Nouns are more frequent than verbs and clitics.

2. Past tense verbs are frequent than other tenses. There is

concord relationship followed except in the case of students (11) and (12) there were a few grammatical mistakes to personal endings.

3. Knowledge of the grammatical categories available in the lesson and familiarity of the important case markers, tense markers participles are available with them.

I calculated the frequency of case markers from each centre, by taking the best student from that area and the calculations are as follows

	Mysore Student No.(1)	Banglore Student No.(5)	Dharwar Student No.9
dative case	25%	22%	22%
Genitive	20%	25%	20%
Accusative	35%	38.5%	44%
Instrumental	7.1%	8.1%	2%
Sociative	5%	nil	nil
Locative	5%	8.1%	12%
Total	99.5%	100.7%	100%

Please note that in News paper genitive case is the most frequent case marker in both areas, wherers in the case of students, accusative case is the most frequent among case markers. Next comes dative case and genitive case markers as the frequent ones. This tallies with the News papers also. Note we find a higher percentage of Locative case in News paper than in students. Note also the higher percentage of Locative case in Dharwar area than the other two areas. Sandhi rules are followed in all the areas.

Cognation:- we find almost 90% of the words are cognates and almost all the students share almost all the words (please note that the index of the lesson is not supplied) The New words are marked with red ink which are new than in the News paper in the original index.

Loan word study:- We find about 10% skt loans in both Mysore and Bangalore but we find a higher percentage (23,5%) of Sanskrit words in Dharwar area. This tally with our Newspaper observations also.

Elicitation of words:- In this lesson we find about 210-220 occurrences with the student No.1,8,9,11 and 12. The others are about 130 to 150 only. out of this 162 items are elicited. from (1)-Mysore) about 150 items from Banglore + Dharwar area. More items are available with Banglorestudents on an average. Totally speaking performance of Banglore students are better than the other two centres.

Performances of students from a sample text

(The lesson - kokkareyu eediyu)

Morphic category cases	Mysore Stu.No.1 Total No.	%	Bangalore Stu.No.5 Total No.		Mangalore Stu.No.9 Total No.		Observation
Dative case markers	10	25%	8	22%	11	22%	Note Accusative case is most frequent with the students.
Genitive	8	20%	9	25%	10	20%	
Accusative	14	35%	13	36.5%	22	44%	
Instrumental	3	7.5%	3	8.1%	1	2%	
Sociative	2	5%	nil	nil	nil	nil	
Locative	2	5%	3	8.1%	6	12%	
Total	39	99.5%	36	101.7%	50	100%	

Note: In newspaper we have the genitive case as the most frequent case in Kannada.

Cognition study from a written story of students for KANNADA-MALAYALAM-TAMIL-story selected is 'prahlade"

Observation:- We have 34 cognates available in all the 3 languages. In addition to this, we have about 7 cognates available between Kannada Malayalam alone, while 21 cognates are available between Tamil-Kannada alone. Totally the percentage of cognation between Kannada-Tamil is about 34% and Kannada-Malayalam is about 24%

Note:- Please note, though the indexes, of sample texts of lessons 'prahlade' 'sudama, kokkareyu eediyu, AIR News bullettin (1.1.75) conversational texts are prepared by me for cognate study, Loanwords study, morphological and phonological studies, they are not typed here separately for convenience sake, since all the texts of field materials are indexed separately as a 'Field Index'

Cognates from lesson 'Prahlada' for 3 languages

KAN - MAL - Tamil

Kan	Mal.	Tamil
adu	atu	atu
alli	avile	ange
avanu	avan	avan
agu	aalu	aalu
idu	itu	itu
iru	iru	iru
endu	ennu	enRu
alle	alle	alle
obbe/ondu	oru	oru
kali	kalpicen	kaRRen
kondu	kondu	kontu
kol	kol	kol
kolle	kollu	kollu
koope	kopitanu	kooppan
ten	ten	teu
deevaru	deevan	teevan
nade	nadakku	nadanam
narasimhan	narasimhan	narasimman
naanu	naan	naan
niinu	nii	nii
anne	anne	yannai
nintu	ninnu	ninRu
prahladanu	prahladan	pirakaladan
bandu	vannu	vantu
bramhanu	bramhan	piramma teevan
looka	lookam	ulakam
magana	makan	makan
aatri	aatri	iravu
vara	varam	varam
visa	visam	visam
visnu	visnu	visnu
svarga	svarggam	corkkam
bagalu	pakal	pakal

hiranyakaśipu hiranyakaśipu iraniyakacipu

Percentage of cognition Kann-Malayalam $\frac{41}{178} \times 100 = 24\%$

Percentage of cognition Kan-Tamil $\frac{59}{178} \times 100 = 34\%$

Possible reasons between Malayalam-Tamil close

(Additional) Cognates between Malayalam - Kannada alone

Kannada	Malayalam
evagalu	eve
elli	evite
kette	ketta
guru	guru
tapassu	tapassu
belavu	pela
hottu	puttu
Tamil	**Kannada**
arcan	arcane
emba	emba
endran	endanu
een	eenu
ullil	olage
ooti	oodi
kettittu	kecci/kedi
keettan	keelidanu
Lotu	koku
toonRi	toorisu
noolki	noodi
veentinan	beedidanu
~~veenti~~ marana	marane
maRaittu	maregu
munne	munde
mecci	meccisu
meele	meele
year	yeeru
arakkan	raaksasan
aranu	beevu
pinnar	hinde

Performance of sixth std. Kannada language as gathered from the story 'Sulegaru' (written text from the children of fifth std. in Kanyalore)

Total occurrences of items in Sulegaru story on an average	= 200 items.
Total cognates with Malayalam children's writing of the same story	= 46 items
Cognition from children's story writing between Lala and Malayalam	= $\frac{46}{200} \times 100$
	= 23%

Note:- The Kannada students are from Kanyalore while the Malayalam student is from Cannanore. Hence note, I find the cognition for problem story also between the above languages and the percentage only 17% so when we compare this with Kannada cognition between Kannada-Malayalam, we find a higher percentage than this. It is fantastic to note that we find a higher percentage of cognition between Tamil-Kannada (from Tamil lesson Trallaram from Madras students) which is about 34%

I compared the index of Kannada lesson problem with that of Malayalam and Tamil and the following are the cognates between the 3 languages and 2 languages

List of cognates between Kannada-Malayalam as seen from 'Sulegaru' story

Kannada	Malayalam
adu	adu
alpa	alpam
averu	aver
avalakkiyannu	avil
aa	aa
aage	aaku
aalangisikondanu	aalinghanam
ittanu	itu
iru	iru
idu	idu
ii	ii
endare	ennaal
enna	enna
ella	ella
ondu	oru
kandanu	kantu
kerune	keruna
kaadu	kaatu
kaala	kaala

[illegible]	[illegible]
[illegible]	[illegible]
guru	guru
jiivana	jiivanam
tannu	tanu
tolagilu	tutanni
dvaarake	dvaarake
nintitu	niunu
niivu	ninnal
nadu	[illegible]ttu
patni	patni
braahmana	braahmanan
maniya	maniyale
rukmini	rukmini
vastugalu	vastu
vidye	vidye
vivaaha	vivaala
śisyaru	śisyar
śrii	śrii
santoose	santoosam
saha	saha
sukha	sukha
sudaama	sudaama
sneehitanu	sneehitan
hidi	piti
hesaru	peeru
loogu	nooku

Some observations on the pefformance of Mysore students

1. All the students are well above the average and they have got more influence of English which can be recoggnised from their pronunciation of words and there is less free variation of phonemes when compared with Dharwar. Especially ś s but there are (slight) a few cases of F.Vs of aspirated x unaspirated phonemes. Eg. kathe ∽ kate
2. The nasalization and the consipcuous pronunciation of a in Dharwaar area is not found in Mysore and Banglore. But there is slight nasalization of vowels for student 4 who has got less response also when compared with other students.

3. N.S.Srivatsa (student No.1) has got by heart Kannada expressions (for the phrase) and we have got a very good impressive response (including intonation patterns in Kannada) from him

4. A very elliptic locution 'for the sake of' is available in this area (from all the 4 students) which is not available in Dharwar. A few new words available and the dialectal variations are available inside these pages.

5. The error of students on the phrase is

			Mistakes
N.S. Neela	N.S.	14	very few
N.S. Srivatsa	N.S.	14	very few
N.S. Hanumanthappa	C.N.S.	15	few
S. Sanjay	M.C.	14	slightly more

6. I analysed a lesson 'problems' from student No.1 (N.S.Srivatsa) New words are only 6. Total occurrence of words = 200 and the repetition comes to about 96%. Although estimation of other lessons also shows almost all the 3 written lessons have all and 96% repetition from Newspaper languages.

7. N.S. Neela (Stu.No.3) has very few mistakes (a few slips as to spelling - and few gr. mistakes. Eg. kaliya vuddhe- in learning instead it should be kaliya vuddalli (a diff in case endings. A slip in concord relationship Eg. ellaru.....kondaddidaru (it should be kondaddidaru)

8. Totally speaking the performances of all the students are quite good and all the cognates, phrases, constructions and sentences are almost available with the students. Their handwriting is tolerably good except S. Sanjay (student No.4) Sandhi rules are followed and there is concord relationship in their stories. We have all types of sentences available in them. Their standard of Kannada is slightly different from Dharwar and a few differences(?) I noted are written in brackets. We find more influence of English in Mysore and Bangalore. In Banglore Kannada we find a little bit of tamil (brahmins) influence in the usage of words like anna for father, akka/manni for mother. tatte for grand pa/; konce a little bit

9. The word lists (480) are listed inside these pages. [illegible] (1 to 4 students) for [illegible]

Performances of Banglore students

Observations:- a random observation shows that we have a better pefformance from the Banglore students who are highly responsive.and more colloquial forms of Kannada are available with the students. Unlike Dharwar area, we have little free variations of phonemes.

. Nasalization and 'ə' are not present in this area.

2. The influence of the English is more here.

3. Student No.5 R Prakash (Middle caste) 9th Std. has given 3 stories which have more colloquial Kannada forms and his elicitation of the story, his intonation is quiakte good.

4. Student No.6 (N. Upeendramuurti) bhrahmin is also quite good. He has read an editorial and his pronunciation is quite good. We have distinction as to unaspirated Vs aspirated consonants in his speech.

5. Student No.7 (MissJaya śrii bhat) has doneber stories (both written and oral) very nicely and she is impressive in her speech also.

6. Student No.8 (S.N. Suresh) Scheduled caste) has little response for 400 word list, when compared with others. He has got free variations of phonemes ś ~ s
For eg. 'kaśta ~ kasta' in his speech.

7. When compared with others we had a better performance of students fromBanglore. The rank order of students may be placed according to performances as
Rank (1) R. Prakash
(2) N. Upeendramuurti
(3) S.N. Sureesh
(4) Jaya Shri S. Bhat

8. We find slight tamil influence in the usage of words like koñca (little) taatta 'anna' for father akka (mother) especially from brahmin students.

Similarly we find a term muttaatta (grandfather from Mysore (stu.No.2 - a dhobi caste)

9. We find the vocabulary content of Banglore students are more as seen from the index of 'Sudaama' 'S_6' Mr. N. Upeendramuurti tops the list, hehas 245 items elicited out of 368 occurrences of words.

10. There are free variations of aspiraled Vs unaspirated consonants even in writing
For eg. bhavi ~ bhaavi (well)
sudhama ~ sudama

Some observations on the Dharwar Area.

1. There is Freevariation among vowel phonemes i and e, u and a. Foreg. mani/e house
uadi/e to walk
baruvudu/ baruvadu
sarkaaru/ sarakaara

F.V. between aspirated and nonaspirated phonemes
eg. kathe/ story ~ kate.
F.V. between nasal n ~ ṇ in (No.11) jagatōris speech (Sōste).
h becomes silent in initial words like hadu in (9th student) huu

There is y and v glide for front and back vowels.
eg. yeradu vandu - one
yidu:
There is [illegible] freevariation among Fricatives - ś ~ s

eg. ceśte ~ ceeste , steesan ~ steesan

almost s is pronounced as 'ś' by students especially in English word like 'station'.

There is palatalization in few words like 'byeeda' 'do not went', 'pyaantu' - 'pant'

2. Sandhi rules are followed in their writing of stories especially voicing Sandhi. Except for a very few mistakes we have almost all the types of sentences and phrases in them, and their sentences and phrase elicitations are also seems to be tolerably O.K. except for the student (NO.12) mukunda. ru. katti (a brahmin) who finds if difficult to catch the points which are needed for elicitation. The lady student Vimala (No.10) speaks so fast as such, I find it difficult to make out any considerable variations in her speech (phonology)

3. Almost all the cognates are available with the students in 480 word list, stories - both writing and reading.

4. The differences in the usage of certain words (individual variations?) are selected separately by me from the 4 stories they wrote, from all the 4 students and they are attached with this report for reference. (They are written in Kannada-buts meanings are written in English)

5. Some new words which are available in the 480 word lists are also attached with this report. It seems a few items are left out by looking into the Meaning alone (in English) for which we have different forms in Kannada (for eg. 'to say' means 'heelu and anu'). Thus a few items only are left out and some that items are not understood by students, for eg. [illegible] but the student's response is

'gurutuhidi' which is also a correct form. For certain other items we have some other forms are available with the students but those forms are also cognates for us, and so I have marked them with pencil mark as 'x' on the student's column in my original Index). The left out items, and the items which have no correct response are marked on the left side by a pencil cross mark 'x'. Totally we have 480 items actually. Out of which about 30 have no proper response. Thus we have the percentage of cognition as 94% (for 480 word list)

6. I find nasalization in words like kivi ~ kivī heavū in the speech of students. (stu.9.especially)

7. A rough estimation of my analysis of written stories along with the information regarding informants of Kannada are attached with this report.

8. We find the aspirated sounds are pronounced correctly in written text both by an adult and a student, though we find a few variations in their spoken language

9. A rough observation shows, that student No.9 seems to be highly intelligent (Mr.Vakkunda Middle caste) The rank order may be placed as First rank basappa D.vakkunda M.C. (age 15)

IInd rank vimala,bhu, deesaayi M.C. age.14)
IVth rank jayaprakaas F. jagateri S.C. (age.16)
IIIrd rank mukunda r.u.katti brahmin (age.14)

10. My observations are to be modified later from a further detailed study later please.

11. Please note though 'strii' for woman is a common word available, the response from all the students are 'hennu magalu'

(kannada lecturer Linguisticsdepartment University of Kerala)

~~12xMrxRamaxhasxchecked~~ checked the intensive course lessons with the Kannada students and it seems there was a good response.

13. Mr. rama also checked the English cognate items with the students and it seems he had a good response from them

14. Please note all the boys use 'karent' for electricity instead of vidyutcohakti unlike in Newspaper.

A Contrastive study of different texts based on Case markers

Name of Case	News Paper 22-6-73. Samyukta Karnatak.	Prajāvāni	9th Std. Text book-Kan.lesson	A.I.R Delhi News	Studen-spoken lang. Dc.	Studs. written lge. Wc.	H.M's speech	Mr.Rama's speech	A Lady Teacher in Kan.	Observation
Genitive Case	33.6%	34.7%	35.0%	46.5%	20.0%	25%	32.5%	11.63%	27.27%	There is the possibility that genitive is most frequent in both written and spoken language.
Dative case	15.6%	23.2%	33.3%	12.5%	57.1%	22%	22.7%	41.88%	18.18%	In spoken lang. there may be the possibility of Dative as the frequent one, being
Accussative	19.1%	8.6%	16.8%	18.5%	nil	Most Frequent 38.5%	13.0%	34.86%	13.5%	followed by Accussative.
Locative	13.5%	25.3%	9.3%	17.5%	14%	8.1%	13%	11.63%	36.36%	Note a higher % of Locative in PV and Lady teacher's speech.
Instrumental	17.7%	8.4%	5.6%	4.5%	10%	8%	16.3%	nil	4.5%	Note a higher percent of Instrumental in S.K.
Sociative	0.05%	0.9%	nil	1%	nil	nil	nil	nil	nil	Note the least frequent Case marker being sociative in Kannada in all the texts and News papers.
Total	99.55%	101.1%	100.0%	100.5%	101%	100.7%	99.5%	100.0%	99.6%	

An experimental study of Loan words available from different texts from the field work materials

Random observations on Loan words available from different texts from field work (Kannada)

1. More native words are available in colloquial speech in boys and in A.I.R. graama ranga (which means less usage of skt words)

2. When A.I.R News were compared with News papers more skt words are found in AIR Delhi News. Next is AIR regional news which is followed by the 2 News papers.

3. We find more % of skt words in student's story writing + recitation (when they are conscious)otherwise in colloquial speech they prefer native words.

4. We find the influence of marrathi or Hindi and palatalization in Dhaarwar student's conversation text. This agrees with our findings in S.K.(Kannada dialy from Dhaarwar area). We find nasalization of vowels which is phonemic in dhaarwar area in the student's conversation.

5. Palatilization is found in both student's conversation and in A.I.R. graama ranga. But this is not found in A.I.R. News both from Delhi and regional.

6. Influence of Hindi is felt in A.I.R. graama ranga and conforsation text of Dhaarwar students ~~in~~ alone ~~and even in the teacher's texts~~.but not in AIR News. items and even in the teacher's texts.

7. Influence of skt on students and teachers is not so very great as is revealed by their texts. While AIR News items and newspapers have a higher absorption

A Loan word study of field work materials

Name of the text material	Percentage of skt.	Percentage of English	Percent of place + per names	percent of Hindi Marati	Percent of native words	Total
1. Boys conversation (C_3) colloquial Kannada Dharwar	5%	6.43%	2.14%	3.04%	83.39%	100%
2. A Mysore student's daily routine (colloquial Kan) DC_1	11%	11%	nil	nil	78%	100%
3. A Mysore student's story writing (WS_1M)	21.25%	nil	6.7%	nil	72.05%	100%
4. A Mysore student's story recitation (RSM_1)	25.26%	nil	14.2%	0.5%	60.04%	100%
5. Lead Master's speech (MM) (teacher -1)Banglore	30%	6.35%	0.2%	0.1%	63.35%	100%
6. A Lady Kannada teacher's speech Mysore teacher-2 (MS)	18.6%	2.9%	5%	7%	66.5%	100%
7. Mr. Rama (Kan.lecturer-Linguistics)R_1 (teacher-3) Kasargode	13.36%	8.02%	nil	nil	78.62%	100%
8. A.I.R.grammarange (colloqual Kan)G	7.75%	8.75%	1.25%	0.75%	81.5%	100%
9. A.I.R. News Delhi (DN_1)	44.1%	5.3%	7.5%	1.36%	41.74%	100%
10. A.I.R. News Regional NN	43.33%	1.33%	5.33%	2.33%	47.46%	100%
11. Sanyukta Karnatak dated S.N.1 (-6-73)	38.61%	11.65%	11.37%	0.7%	37.67%	100%
12. Prajavani dated (-6-73) P.V.	31.6%	13.8%	17.4%	0.7%	36.5%	100%
13. 10th std.Kannada text book's lesson (Pandaviya Geluvu) B	28.41%	nil	9.66%	nil	61.93%	100%

Rank order of texts according to study of Sanskrit words

	Rank
A.I.R. Delhi News	1
A.I.R. Regional News	2
Sanyukta Karnataka Newspaper (-6-73	3
Prajavani dated -6-73	4
Headmaster's speech	5
A lesson in both Std. Kannada text book	6
Student's story writing & recitation	7
A lady teacher's speech on Arrya	8
Mr. Rama's speech	9
A student's daily routine	10
Conversation of boys	11

Note:- Please note that A.I.R. has more skt words than in the Newspapers; the least percentage of skt words being found in colloquial Kannada (conversation) Please note that there are more tadbhavas than tatsamas.

Rank order of texts according to study of English % of words

	Rank
Prajavani dated -6-73	1
Sanyukta Karnataka -6-73	2
A student's daily routine speech	3
A.I.R. grammarrange colloquial Kan.	4
Mr. Rama's speech	5
Conversation of boys (dhaarwar)	6
Headmaster's speech (Banglore)	7
A.I.R. News Delhi	8
Lady teacher's speech (Mysore)	9
A.I.R. Regional News (Dhaarwar)	10

Note:- Please note we find a higher percentage of English words in the 2 newspapers and in aMysore student's colloquial speech. Please note he has avoided English words in his story writing (when he is conscious) and recitation, since they are all of Mythological type and of pañcatantra type. We find a lesser percentage of English words in AIR Regional News when compared with Delhi news. But note in A.I.R. grama ranga we get a higher percentage of English loans due to the usage of manures which are relayed in Eglish names only (Eg. potash, sulphate etc.)

Rank order of texts according to study of Hindi percentage of words

Boys conversational text (Dharwar colloquial Kannada)	1
A.I.R. Regional News (Dharwar)	2
A.I.R. Delhi news	3
A.I.R. Grama range (Dharwar)	4
Samyukta Karnataka 22-6-73	5
Prajavani dated 22-6-73	6

Note:- In Dharwar we find more influence of Marathi. This is proved from a study of Hindi loan words from conversational text, AIR News Regional Dharwar and from newspaper Samyukta Karnataka dated 22-6-73.

Rank order of texts according to place + person names study

Prajavani dated 22-6-73	1
a Mysore student's story recitation	2
Samyukta Karnataka 22-6-73	3
A lesson from 10th std. Kannada text (Baadamiya Calukyaru)	4
A.I.R. Delhi news	5
A Mysore student's story writing	6
A.I.R. Regional news	7
a lady teacher's speech	8
boys' conversation text (dharwar)	9
A.I.R. Grama range	10

Note:- Prajavani and Samyukta Karnataka uses a higher % of place and person names. Since the lesson is about 'Calukyaru' we come across with a little higher % of place + person names in that text book. Other wise we find a lesser % in text book. Note a higher percentage p. names in A.I.R. Delhi News when compared with AIR Regional News

Rank order of texts According to % of Native words

Boy's conversational text	1
A.I.R. grama range	2
A Mysore student's daily routine	3
A " " story writing	4
A " Lady"teacher's speech	5
Head Master's speech (Banglore)	6
A lesson from Kannada 10th std. text book	7
A Mysore student's story Recitation	8
A.I.R. Regional News	9
A.I.R. Delhi news	10
Samyukta Karnataka dated 22-6-73	11

Note: Note a higher % of native words in colloquial speech (boys conversation + Tik grammar range + student's daily routine). Note the least % of native words in both the News papers.

A random study of A.I.R. News, Delhi dated 1-1-1975

Observation:- Total number of occurrences about 815
" " items elicited " 535
Percentage of Sanskrit 44.1%
" English words 5.3%
" place + person names 7.5%
" Hindi and other loans 1.36%
" Native words 41.74%
" non native words 58.26%

Observations on reading Editorial texts

1. read by a student R. Prabhas (a Middle caste) 9th std. (Banglore). The Editorial is from prajavani dated 1-1-75. Though there is aspiration, in certain instances the aspirated sounds are not pronounced by him correctly unlike the other student N Upendra murti (9th std. a brahmin Banglore)

2. Upendramurti's reading of editional of a different topic of the same paper as above, is quite good and impressive better than even the elders. Pauses were given at correct intervals and there is no free variation in his speech.and the aspirated sounds are pronounced correctly by him.

3. Editorial from Samyukta karnatak dated 29-12-74 was read by one student B.D. Vakkunda (Middle caste) from Dhaarwar - Amminbhavi) His reading also isgood, but there is nasalization of vowels in his speech. and there are glides for front vowels and back vowels. Aspiration is there.

4. The editorial was read by an adult 'Appu' but it is not so very impressive as the students but there is aspiration in his speech and there is no free variation.

5. Reading of lesson baadaamiya caalukyaru - by Abbigeri L.N. of saanteesvara high school. Ammigan bhaavi (Dhaarwar) There is aspiration in his speech but we find free variation of phonemes n n in his speech.

A study of free variation and in flection

	Free variation	In flection
Boy's conversation text	x	x
Mysore student's daily routine	x	x
Mysore student's story writing	x	x
Mysore student's story recitation	x	x
Lord Nestor's speech	—	x
Lady Kennedy teacher's speech	—	x
Mr. Lane	—	x
A.I.R. cinema range	x	x
A.I.R. News Delhi	—	x
A.I.R. News Regional	—	x
Sanyukta Karnataka dated [illegible]-6-73	None	x
Janajeevani dated [illegible]-6-73	Less	x
10th std. Kannada text books' lesson	—	x

Characteristic features of colloquial Kannada

Which makes it different from the literary variety are as follows, as far as I have observed from the field work materials.

1. Words such as the following which end with short vowels when pronounced singly but may lose these vowels when followed by another word. The loss is most common in rapid speech. In word sequences connected by a hyphen (as shown below) the short vowels are always lost in conversational language, being preserved only in literary pronunciation.

L.F. || ondu-eekrakke-ide / vand - eekrak -ide } it is for one acre ?

nan-dearilli / nan-dearill — solpa-hott aayta / solpa-hottaayta } I was delayed on the way

ivru / ivr — śriinivaasa kalyaanakke hoogtare — These men go to "śriinivaasakalyaane" (a picture)

yeshtu how many / how long?

yeri(e)du [illegible] 2 years

[illegible] you will come [illegible] will you come?
[illegible] you will give [illegible] will you give?

2. When a vowel is lost at the end of a word, and the next word begins with a consonant, any double consonant immediately it becomes single

Eg. niinna 'you' nim -mane 'your house'
nenna my nan-hesru my name
niiv hend-idu you having come
niiv hend-i[illegible]
-sa[illegible]
we are very glad you came

3. certain vowels in the middle of the words also are absent in conversation
Eg. hesru > hesru

4. But when final words are lost from these words and if the next word begins with consonant, then the parenthesized vowel is often pronounced.

Eg. hesru....'name' : nan-hesru śriivasta anta
my name is śrivasta
yerdu....two: yerd ruu(pay)galinda from two rupees

5. Unlike the above circumstances, certain short vowels at the end of words are however, not lost, but these vowels are marked with grave accent. For eg. Most nouns ending in a, e, i have this kind of final vowel

Eg. divsà	'day'
varsà	year
sarkaara	government
santoosà	joy
kelsà	work
manè	house
hendtì	wife
daari	way

Note: Some of these vowels are lost before suffixes however, as in yest-duurd-inde how far? Most nouns ending in u do not have this type of vowel. It seems therfore very common for final u to be lost within a sentence.

6. words with initial ye or yee as in 'yestu' 'yeenu'. optionally lose the initial y when they follow another word in a sentence.

Eg. nim - hesar yeenu? } what is yourname
nim - hesr eenu ? }

pustakada bele yestu ? -- what is the cost of book?

pustakada bele est antaare? "they say?

7. English 'am, is, are' are often are not translated in Kannada, sometimes.

eg. nim-hesr eenu? what 'is) your name?
naan-vidyaarthi I am (a) student
some times it is matched by vandu or obba 'one' - eg. naanu obba vidyaarthi

8. When 'and' is understood between 2 Kannada words, the final vowel of the first one is never lost

eg. yeradu-vare - two and shelf
yerad-divsa two days

9. The person of the subject is generally specified in the verb form but the subject pronouns naanu, niivu are absent in conversation.

eg. giddadevra iddaanalla?
That shortman is there is not in?
...hoogoona - let us go

10. Polite plural forms are used in colloquial Kannada for polite address or reference to a single person.

eg. nim - hesr -eenu? what is your name
kodri - you please give
hidri - you leave
hoogri you go

11. The V.P. (Continuative V.P) - 'a' in Kannada is lost in certain instances in colloquial speech Eg. [illegible]
noodt-idu' he was looking

12. Most words (colloquial words - [illegible] are) which have initial ka/ga, vandu - [illegible] change this to ka when they follow another word in a sentence.

eg. [illegible]

13. The element -ee is added to questions which can be answered by yes or no. Short vowels are regularly lost before it. (In the literary language sometimes 'ee' is added instead of -ee)

eg. illirre 'they reside' 'illirrille' they reside is not it?

bartiiri you will come 'bartiii-ee' will you come

gotta 'know' gotta? is it know

Questions which contain interrogative words yenu? yelli? [illegible] -'ee'

eg. yenu 'hole ? what is the place?
[illegible] what is your name?
avar yelli where is he

14. Note the -ige dative case form 'of std. form' is changed into 'eg' or 'ig' '-g' and 'ge' in colloquial language.

eg. yesti hottig seerooru at what time shall we meet,

eg. -g optionally before a vowel or 'h'

eg. 'hogiiddare : he has gone to Banglore
avrg arthe aagillile he did not understand

'-ge' optionally before any sound

eg. yesti hotge - at what time?

mane g barallila-did not come to the house

The dative case '-kke' changes to kka for eg. 'eekrakka' to 'acre' in colloquial Kannada.

15. Some people pronounce as 'idiini' idaane' etc. for standard forms such as 'iddeene' 'iddaane' where idd > -id ee 'ee > ii' in colloquial Kannada.

16. The third person non-human forms consists of the vb stems + Tense + suffix' itu' in standard literary Kannada. This 'itu' becomes 'atte' in colloquial Kannada

eg. 'hoogatte' it goes, will go when a verb stem ends in i or e. there is y glide. in colloquial speech.

eg. nadiyatte } it walks
naditte }

here we have another alternant '-tte' also

17. In colloquial Kannada the past participle 'i' and u' are lost when followed by [illegible] in the following

eg. 'togo' - to take a thing
'togoṇḍu bara' - take and come or bring
'tarḥaṇḍu bara' " "

But this is not found in literary Kannada.

10. the accusative case marker is -annu in the literary form of Kannada. This changes to -annu, which is shortened to -anu, -an, or n before a following word as in the following instances.

eg. ennanu -il (obj.case)
ellan -tarḥoṇḍu - having brought along
avan -tarḥoṇḍu - having called them

This marker is not compulsory for singular outer nouns, but it is a must for plural nouns in Kannada both in colloquial & literary dialect.

11. ṇidi - the colloquial form for 'idu' in literary Kannada. This is available in Dharwar area low erotic people's dialect which is only a stylistic feature.

12. The presence of consonant ending words in colloquial speech in Kannada is due to the dropping of word final vowels. But this is not present in literary dialect of Kannada which has consonant ending words only in English loans and in place and personal names.

13. The pronunciation of /h/ is peculiar for being subject to very in consistent usage even in the speech of a single individual. But vowels as in 'si(h)i' 'seet' it is even more formal urban and educated people people drop it in informal speech especially in common words such as 'haku' to place. haadu to sing 'haara' 'gerland' But in Dharwar area however it occurs as a word initial consonant.

14. The /c/ is northern dialect is an affricate in words such as 'cerma' 'cali' etc.

15. contractions:- which is the shortening of a word except with respect to word-final vowels, are common in spoken Kannada. The most common being (1) shortening of a long vowel (2) and the dropping of a syllable when one of its members is a long consonant.

Eg. Baa illi > hayli 'come here'
kayalli > kayli > in hand
[illegible] > [illegible] 'there'

other combinations, which involves the simplification of consonant clusters are also so frequent in spoken Kannada.

eg. hendti ~ hendrti wife

tinlu ~ tingelu month

hengu ~ hengasu

24. English s > ś, t > ṭ in spoken Kannada

eg. nyaṣṣanal < nacṣanal 'national'

ṭan < tan tan

25. stress:- It seems there are 3 levels of stress.

1. emphatic (extra loud) 2. normal (loud)
3. reduced (soft) exphatic stress is used in commands eg. bea 'come'

Normal stress:- Eg. 'barti' yeenu? Are you coming'

Here there are two peaks precededed and/or separated by reduced words or syllables.

A Random analysis of conversational text of 10th std.students

Total number of occurrences of words		=	559	Percentage
-do-	skt words	=	28	5%
-do-	eng. -do-	=	36	6.43%
-do-	place+person name	=	12	2.14%
-do-	hindi+marati words	=	17	3.04%

cognation with Newspaper language = 87.5%

A study of case Markers

Total number of genitive case markers 18

-do- dative -do- 19

The other case markers are not present here is to be noted here.

Note: In Newspaper also these two cases are frequent but note in story writing we had 'accusative' as the frequent case marker.

Observation:- We have a lower percentage of Sanskrit, English, place and person name words compared with the two newspapers [illegible] the [illegible] present [illegible] are [illegible]

3. The nasalization of vowels 'ĩ', ũ as in bhavĩ (well), havũ (snake) which is phonemic in Dharwar Kannada dialect is present here as the boys belongs to that area only.

4. Elision of vowels in the medial position in words is present and thus we have new clusters such as gd, gt, rp, ps, ṭr, ṭt, yp, yl, mg, rn, vd are present and they are not available in the 2 papers we did.

Note: An index of conversation text is prepared by me to find out, the difference between the spoken and written Kannada. The literary written Kannada forms are written for words which differ from the spoken form towards the right side. Meanings are not written. We find more hindi-marathi influence in this conversation than in the case of Newspaper dialect.

Note: 2:- Note the free variation of vowels phonemes

i ~ e eg. monni ~ monne

nadi ~ nade

a ~ e eg. eekrakke ~ eekrakke

olaga ~ olage

ṣ ~ ṭ eg. ṣṭ ~ aṣṭu

ṣ ~ ṣ eg. ṣabaṣ ~ ṣabaṣ

s ~ ṣ

n ~ n eg. ernanda ~ ennanda

Note: 3(a) Note in the series conversation, the form -erge is used in the sense of radial locative case marker. eg. mandhaga - [illegible]

(b) Note the aspiration in certain words in the spoken language where there is no aspiration in the literary language. [illegible]

A study of spoken and literary Kannada

Note The following differences between the words which are from spoken language (conversation of boys and two conversations of ladies all from Dharwar area) and the literary language.

From boys' conversational text

Spoken language	literary language
at	astu
addaru	iddaare
adra	adara
antaar	annuttaare
allo	hallo
alvo	allave?
avru	avaru
alitaarella	alatearella
aat/aayt	aayitu
aadru	aaderuu
aananda	aananda
aiti	ide
aav	aayitu
idak	ikakke
idra	idara
innattu	innastu
ivro	ivaroo
eekraka	eekareege
eekri	eekare
eekreenu	eekareyannu
een	eenu
vandu	ondu
vandat	ondastu
ulaga	olage
kelakatiini	kaalutteene
gettaaro	gellutkaaroo
gobra	gobbare
gobreene	gobbareyannu
gobro?	gobbaravoo?
aaa	ohhh
togori	[illegible]
[illegible]	[illegible]

daaridaage	daariyalli
nadiitaiti	nadeyuttade
naa	naanu
nam	namma
naak	naalku
naalvat	valuvattu
nimge	nimage
niir	niiru
niir-na	niirannu
niirirtaavu	niiru iruttade
nelagadleenu	nelagadaleyannu
bhaala	bahala
bidri	bidiri
bitbood	bitta bahudu
biisiti	biisuttade
beekaagteti	beekaaguttade
maadti	maadutti
maadistaaru	maadisuttaare
maadisuttiini	maadisutteene
mottakka	mottakke
yaak	yaake
yaakendre	yaake endare
yaavadu	yaavudu
yaavdendre	yaavudendare
yeradu	yradu
yeenu	eenu
yoolu	eelu
riigal-kke	riigal-nalli
śaara	śagara
saneaaytalla	sane aayitu alla
sigvadilla	sikkuvadill
solp	svalpa
sooltaaro	soolutaaroo
halligarge	halligarige
haaktaaralla	haakutaaralla
haakdast	haakidaaru
haakbaardu	haakbaaradu
haakbeek	haakbaaradu
haakvadaadre	haakuvadaadare
haangaagd	haangaagadu
haanadaa	haanadaa
[illegible]	[illegible]

hyaṅga	heege
hokkatti	hooguttade
holad	holada
hoogirla	hooguttiiralla

From ladies conversational text

Spoken language	Literary language
akka	avvaa
aki	aake
galatyaaru	galatiyaru
sencema	sinema
bandaara	bandiddaare
huuji	huuje
tambigi	tambige
kodatiini	kodutteene
nadii	nadeyiri
eenri	
kundiiralla	kuudi iruttiiralla
mugidaṅgbaatu	mugida-haage-aayitu
hoogatiiroo	hooguttiiroo
manni	monne
tagasiddaltā	tegeyisuddiraltā?
hyaṅga	heege
bandada	bandide
bandadri	bandiddiri
maadyaava	maadi-aagive
olee	olleya
kaanstade	kaanuttade
ada	ide
baladiṅgaladaaga	baladingalinalli
aṅgaladaaga	aṅgaladalli
maadidara	maadidare
byaadantaara	beeda annuttaare
myaale	meele
und haṅguu	undahaage
aagtada	aaguttade
gidagoola	gidagalu
ava	ive
pantiinuu	pantiyannu
antiivi	annuttaave
chanda	[illegible]
[illegible]	[illegible]

-

adigi	aduge
thereddu	tereheddu
hyeede	beede
byeere hyeere	beerebeere
nii	niinu
eena	eenu
tereti	terutti
bendeeve	bandive
benni	benne
hesere	hesaru
beeyenge	beeyinalli
beralikkatyeeve	berelikke-hattive
meedidreetu	meadidere eayitu
elve	ellave
deeri	dairi
sikkre	sikkidere
legneweni eeki	legnede maneyevaluaake
nimmatyeene	nimma-atte-yannu
medivi	meduve
meedisidru	meadisi-idderu
uledeeve	ulidu ive
tendre	tendere
seekillo	seeku-illeve
kedidnu	kadeyeddu
idre	iddere
meedityeere	meadiruttaare
eetella	eayitella
kettetatu	kettele eayitu
menige	menege
heenggere	heege eedere
señji	señje
ghenteeka	ghentege
eetee	eeyitee
huduguurige	hudugerige
eenere	eenaadaru
edeka	edekke
kuutiini	kulitukondiddeene
doddu	doddadu
dheni	dhvani
beraddere	bereddiddere

divesakke	divesakke
mugiitede	mugiyuttede
medisigootaaroo	medisikolluttaro
haakiyaare	haakiddaare
irbeckaagtai'a	irabeckaguttede
tagiyoodu	tegeyuvudu
kaliyoodu	kaliyuvudu
oonyaage	ooniyalli
maadtaara	maadutteare
bartaava	barutta-ive
joti	jote
baadigi	baadige
kociinadi ga	kociinadalli
ada	ide
andra	andare
idra	iddare
agooda	aaguvudu
hondikootaara	hondikolluttaare
nadati	nadate
kalitaara	kaliyuttaare
ava	avanu
mugastaana	mugisuttaene
seorisdraatu	seerisidare-ayitu
antiini	annutteene
mugitede	mugiyuttede
bandidru	bandidderu
bandidlu	bandiddalu
aadtitralla	aadutta iruttarella
steetinaaga	steetinalli
tagaderanta	terediddare anta
seerisigootaara	seerisikolluttaare
kalisonta	kalisuva-anta
heelyaala	heeliddaale
karkondu	karedukondu

hoogri	hoogiri
hirii	hiriya
haeya	haeyiya
namga	namage
iroodraegee	iruvudara-olage
argali	argali
hertiini	herutteene

<u>Analysis of a song of Purandaradass</u>

nilla heekayya krsnayya nii nilla heekayya
nalla naadene śrii vallabha enna hrdayadalli
santata ll nilla
suppani muttiittu nooduve sadaa
cappala tiiti naa naaduve
appa śrii krsnana etti muddisikombe
sarva śayana krpe maadendu beeduve ll nilla
candada harsige hrasuve punagu gande kasturiya puusuve l
andadi muttina haara haakuve sanandadinda
ninna etti muddisi kombe ll nilla
nillada kiriila ninagiduve halu haala liilegalannu paaduve l
maalooka purandara vithalraayana nilu enna manadalli ondee
ondee galige ll nilla

<u>Observation</u>:-

Total occurrence s of words about 65.

percentage of cognation with News paper language			= 90%
percentage of genitive case in the data			= 41.7%
-do-	accussative	-do-	= 25%
-do-	Locative	-do-	= 16.6%
-do-	Instumental	-do-	= 8.33%
-do-	Dative	-do-	= 8.33%
-do-	Sociative	-do-	= nil
		Total	= 99.96%

1. Please note the cognation with News paper, since genitive case is the most frequent in both while the least frequent being sociative.
2. Note some words which begin with 'p' (Eg.paaduve) which is not available in Modern Kannada.
3. Note the free variation appa ~ ayya

Cognates which are not available in the Kannada Field Work

1.	adhika	much, many, more
2.	anaka	(.. .. ..)
3.	avasara	haste
4.	avastha	state, condition
5.	guna	habit/virtue
6.	gharuta	heaviness
7.	nibandhana	condition
8.	nirmana	construction
9.	nirmula	destruction
10.	nirvaha	management
11.	nilaya	station
12.	parisilana	training
13.	parisodhana	experiment
14.	purusaru	men
15.	prakasa	light, lusture
16.	hiisu	to flow
17.	manda	dull
18.	urasa	month
19.	moosa	bad
20.	yooga	exercise
21.	ranga	scene
22.	ruupa	shape
23.	visvasa	belief
24.	śata	hundred
25.	śarva	all
26.	sthana	place (left out
27.	sthiti	condition
28.	strii	woman
29.	hiriya	big
30.	kiriya	small

1. Cognation for 480 basic vocabulary list as far as Kannada is concerned is 94%
2. for phrases almost all the phrases are available.
3. for constructions except some 'ante','modalaada'etc. all other " are available
4. Sentences also all the types are available with the students.
5. For story writings and story recitations also we have almost 88 to 90% congnation is available with the Newspaper language.

16. bilan	to flow
17. manda	dull
18. maaa	month
19. mooaa	bad
20. yooga	exercise
21. ranga	scene
22. lumba	shape
23. vigyaaa	belief
24.	hundred
25.	all
	place (left out
	condition
	woman
	big
	small

vocabulary list as far as

were are available.

'modafanda'

with

...pertinent

man

light, lustre

Note: The above cognates we missed due to the misunderstanding by the students they are repetitive forms of the same words, since same English meaning was given to those words. For eg. many for "aneeka", 'adhika' etc. Please note some of the above words such as hiriya, kiriya, maasa, puna etc. are available in some other texts (stories) from all the students. So they are not taken into account very seriously.

K A N N A D A

480 - SOME VOCABULARY WORDLIST ELICITED FROM THE FIELD (through a Questionnaire)

akhila
adi
atyavaśya
adhika
adhyapaka/ki
anubhava
aneeka
annu
abhivrudhi
aravattu
alla
avan
aval
avasara
astu
aakaaśadalli
agu
aaduderinda
aarambha
aaloocisu
idu
idu
innu
iru
illi
ivalu
ivu
istu
untu
uttara
udda
agala
anna
adu
adhikaari
anukuula
anumati
andu
appa
arma
ariyu
alli
avar
avu
avasthe
aa
aaga
aata
aalu
aaru
abhaara
itara
indu
ippattu
illa
ivanu
ivaru
ista
ii
undu
utpaadane
uddeśa

unnata
unayooga
uuru
eccarike
eda
entu
ediru
enisu
endu
eppeltu
erbattu
erda
eredu
ella
eli
ele
eseyu
estu
eenu
eeru
eerneedu
eelu
eidu
eivattu
odane
onagu
ondu
oppu
ombattu
olage
olleya
oodu
kadi
kattu
kannu
kattu
kathe
kannada
kappu
kareyu

kale
kallu
kasta
kaluhisu
kalla
kadu
kanu
kaanu
kaav
kaar
kaarana
kaala
kaalu
kaarya
kiriya
kivi
kudi
kumaaran
kumari
kuritu
kulitukollu
kundu
kuuda
kuudalu
ketta
kempu
kere
kelavu
kelage
keevala
keel
kai
kodu
kollu
kole
kollu
kooti
kombu/koodu
ganda

geeli
guṇa
guruvaara
graama
ghanate
ghoosa
cedara
candra
cikitse
citra
cillara
jana
jaati
jiiva
jñaana
takka
tade
tanisu
tan
tamilu
tam/taavu
tayaarisu
tara
taru
tale
tallu
maasa
tinnu
tirugu
tiliyu
tiirmaana
tiivra
telugu
tombattu
toodu
tooru
trpti
daksina
daya
daana
dina
durbala
deevaru/daiva
deevaalaya/sthaana
deesa
dhana
dharma
dhairya
nagara
nagu
nade
nadi
naluvattu
naviina
nasta
nadu
naanaya
naanu
naayaka
naalage
naalku
naavu
naasa
naale/naadiddu
nidra
nidai
ninne
nibandhana
nimisa
nirmaana
nirmuula
nirvaaha
nilaya
nillu
niscita
niiti
niinu
niiru
niivu
nuuru
nuulu
neneyu
nela
neera
neere

nyaaya
pakka
paksa
pattana
patti
padu
pade
patrike
parasparа
parišilane
parišoodhane
parikse
paščima
patra
papa
puruṣaru
pustaka
puurna
puurva
paise
prakaśa
prati
pratinidhi
pratyeeka
prathama
pradhaana
pramukha
praśne
prasiddha
phala
bannisu
bandare
baru
bareyu
bela-kade
bala
bale
baagilu
baayi
baalu
bidu
bittu
bilu
biisu
biilu
budhavaara
buddhi
benki
benne
berelu
bele
beeku
beeda
beeru
bhaya
bhaaga
bhaagya (adrsta)
bhaara
bhaarata
bhuumi
magenu
magalu
mangalavaara
mandala
mattu/haagu
madhye
manassu
manuṣya
maneyalli
matri
manda
mareyu
malayalam
male
mahaa
male
maadu
maatra
maamsa
maarga

maasa
miinu
mukha
mukhya
muttu
muni
munde
muugu
muulaka
muuvattu
istavāgu
mcele
motta
modalu
monne
mooṣa
mantra
yaake
yaatre
yaaru
yaava
yaavaaga
yaavaagalu
yaavudu
yuddha
yooga
yoocane
yauvana
rakta
raṅga
racane
raddu
ravivaara
raste
rahasya
raajya/praantya samsthaana
raatri
raastra
ruupa
ruupaayigalu
rooga
rooma
laksa
lakṣya
laabha
looka
vayassu
varege
varṣa
vastu
vaara
vaarte
vaasisu
vicaarane
vijaya
vidye
vidha
vimarśane
vimaana
viroodha
vivara
vivaada
vivaaha
viśeeṣa
visvaasa
viṣaya
viira
veeṣa
vaidya
vyavasaaya
vyaapaara
śakti
śata
śanivaara
śabda
śaale
Śukravaara
śrama
saṅgha
saṅgiitam
satya
satyaagraha
santooṣa (ananda)
sandarbha

sabhe
same
samaya
samadhaane
samiipa
samudra
sambandha
samiipa
sambhava
sari
sarkaar
sarva
sahaaya
saadhana
sradhaarana
saayu
sravira
sukha
suttu
suurya
secru
soomavaara
sthala
sthaana
sthaapane
sthiti
strii
svatantra
svanta
svalpa
hakki
hagalu
kaayi
hattu
hattaaru
hattombattu
hadinaaru
hadinalku
hadinentu
hadineelu
hadinaidu
hadimuuru
hanneradu
hannondu
halavu
hallu
hasiru/pacce
hale
haaku
haadu
haayu
haalu
havu
hidi
hindi
hindu
hinde
hiriya
hulu
huuvu
heccu
headmaaster
hendati
hennu
hesaru
heege
heelu
hogalu
hoge
hotte
hottu
horage
hosa
hoogu
hooradu
hrdaya
sahoodara
angikaarama
aaphiisu
miti
kaleeju
kampani

transcribed phrases from Field work

Types of phrases

pradhana gurugalu/mukhya adhyapakaru

prathamika śale

madhyamika "

khasagi śale

sarakari "

ollaya gurugalu

ketta kaduvugalu

muridu maju mattu kurcigalu

kari halage/palaka

mukhyapatha

sundarevardahadu

ketta hali/e

upayukta pustaka

maśiyillada pennu

hannada anki

hanneyillada pyantu/uddada ćanna

sundarevada hudugi/canda hudugi

jana huduga/śane huduga

jana hudugi/śane hudugi

muurkha hudugua

svatta huduga

kivudi/kivuda hudugi

attara vada huduga/lamboo huduga

giddi/gidda hudugi

dodda kathe/i

sanna kathe/i cikka kathe/i

cikka koone/kvaani/khooli

dodda koone/khooli/

impada svara/sangiita

huliyada draksi/e

kariya paksi/kaage

biliya kudure

biliya mane/i

hacca hasiraada ciila

atihaladiyada carma

atibiliyadahanna/atibellana hanna

etinililiyerde kennugelu/nilli kennu

oodide huduge

heedide hudugi

kunte heelide

bendu noodide

noodi nakke

ettu heelide

toggondu kotte

heeli kunte

bendu noode babudu

hereru oodide

nintu weteedide/mertenaedide

evenu oodutte bende

" jigiyutte "

ombatteneye vergadelli/iiyatteyelli

" mettu entere idrre madhye

geetina hadiyelli

meejina meele

meejine kelege/telege

kerihelege meele/pelede meele

" E -ye hettire/pelede hettire

mukhya mantri

vidyee mantri/śikshana mantri

pustake^da bele/kimmattu

meejine keelugelu

śaaleye vidyearthigelu/hudugeru

kayya udde

behumaanevennu gellu/inaamugede

beegane melegu/legu melegu

geleyanillede

upayookevillede

meelu dvani

yeevudeadere ondu badi/kede

koneyelli

dodde pendite

meditaleya/medhuduga

tandeyillede kuusu

siduku svabhaava

dayaalu " /sambhaavita swabhaava

Parent

Kettige pettige/saudke

sillina darra/rośne darra

Leonura sarkara

prantya/ranjya sarkara

uttara Hindusthan/bharata

dakshina bharata/Hindusthan

purva Bangala

paścima Bangala

ondu rupaayi

Iralu patle ruupaayi

saavira patle ruupaayi

bahala pakshigalu

ondee ondu pustaka

ondu vaala

bahalastu veele/riiti/daari

kelavondu arabnogalu

Ialeya pathya

hosa pathya

vijñaanada pustaka

prativarsa/dina

hosa dilli/dehali

tamila naadu

nitya upayooga/dinaalu upayooga

pradhaana kaaryadarśi

cakravarti mukhya sarvadhikaari

Kallenne/cimni/cumni enne

digail aayil

kaangras pakśa

pradhaana mantri

meel mane/bhaaga

mattondu

eccerike, sunceno

Deevaalaya/Deevaalaya

viśva vidyaalaya

ee kolasa

ii kolasagalu

artha śastra

bhoogola śastra

samaaja śastra

tantrika śikshana

<u>Transcribed constructions from field work</u>

<u>Construction types</u>

1. avanu <u>allava</u> avalu kelasavannu maadabahudu
2. abhyasa maadu <u>illavo</u> maneyalli ulidu kollu
3. vijñana <u>mattu</u> samaajika abhyasa ii eradu visayagalu bagi iruttave
4. nanu nanna tanda <u>gantilaada</u> śalege haruvudilla
5. pustakagalu maastravallada nanna kodeyannu (kuuda) saha tarutteene
6. maneyalli nanna adda hesaru basu <u>endu</u> iruttade
7. nale śale illavendu mukhya adhyapakaru heelidaru
8. mukhya tantrigalu namma śalege bhetti koduttaarendu tooruttade
9. namage śaleyalli maatanaadade kuutukollu vadaguvadilla
10. sahapaaviillade naavu hadukuvadaguvudilla
11. ante haarisideagyuu Ella hudugaru haajarilla
12. gurugalu endu veele strikt iddare hudugaru avarannu priitisuvadilla
13. meeju kurci harihaligegalu Ityaadi haleyadaagive

<u>Note</u>: Constructions of type 'ante' are not received from the above from the Dharwar students.

Transcribed sentences from Field work

Sentence types

1. naanu obba vidyaarthi (iddeene)
2. nanna śaalegalli muurumuuru huduguru eraduvare nuuru hudugiyaru irutteere
3. naavu palayaranta vyavaharisutteeve
4. naavu kannada malayalam telugu tamil mattu hindi kaliya beeku

naavu itara bhaasegalante Inglish, phreñc, jarmani bhaasegalannu kaliya beeku.

naavu ii sanna raneyalli naalku janaru vaasisutteeve (iddeeve)

naavu sañje veeleyalli artavaadalikke ottayisal patteevu

nanna trayiyu nannannu muñjane eccarisutteale

nannna gurugalellaru tumba olleyavaru mattu śramajiivigalu

Idu nanna eradane varsada śaala vaarsikootsava

diinavali habbavannu indu maatravellade naale kuuda aacarisutte

ii bannavu nanninda kodal pattitu

ii bannavannu naanu kottenu

naanu ninne ondu nayiya citrakke bannavannu kotte eadare adu

astondu cennagi baralilla

15. naanu aluttirutteene
16. avanu holavannu neegilu hodiyuttaane
17. avalu gidagalige niirannu hanisuttaale
18. magu naguttade
19. tarjamahalu śahajrananinda kattal pattitu
20. nanna ajja naale barabahudu
21. dhanyavaadagalu gurugale taavu ellinda haruttiiri?
22. naanu barabahude
23. nanna śaalege pustakagalannu kaluhisiri
24. nadedu danidaaga kulitukolliri
25. haalannu kudi, kaapiyannu kudidu aaroogyavannu naaśa maadikollabeeda
26. naavu hoogoona
27. avalu haadannu haadali

28. avanu kathegannu oodeli

29. avaru indu tootagaribe kelasa maadeli

30. eenayya svami ellige horatiddiiri

31. parilse nugidevoo

32. biige ohbe huduga kettenu

33. hatlaa pustakagalu matraavallade ella taraha pustakagalu

nanna śaleya pustaka sangrahaalayadalli ive

34 niivu bengaluurinalli irutiiiroo

35. illi ii bottu naanu hoguvadilla nanna sahoodara hoogabahudu

36. niinu nanage ondu kappu kaapiyannu kottare nānu ondu olleya haadannu haadutteene.

37. hadri niivu avagaravanneke maaduttiiri

38. naanu hattombattnuurra ippatyaralaneya dina huttidenu

39. akbilr bhaarata vidyaarthi sammelanavannu

varsakkonne nadesuvudu olitu (olleyadu)

40. nanna gurugalu oodidante naanu pratyavannu oodaballe

41. naanu ninagondu kathey heelutteene

42. naanu nadiyuttiddaage daariyalli nanna gelayanannu noodidenu

43. naanu kathey heeluvaga ulida hudugaru śantavagi kulitukondri

44. svatantrootsavada divasa naanu nanna geleyaru mattu nanna

gurugalu śaleyannu alankarisidevu

45. nanna tandeyavarige beekagiyaadaruu naanu sullannu

heelalaare (heelalu istapaduvadilla)

46. nanna bhaasa matta vartra patrikeya bhaasa mattakkinta

uttamavagide allaveenri?

A few forms which show dialectal variations due to Caste and region - are collected from a few speakers of Kannada who live in Trivandrum by me, and they are as follows

Meaning	Dhārwār Brahmins	Dhārwār Non-Brahmins (Lingāyats)	Bangalore
1. 'to call'	kare	kari	kuugu
2. 'door'	baagala	kada	baagilu
3. 'box'	peṭigi	sandaka	peṭṭige
4. platform	kaṭṭi	jagali	kaṭṭe
5. brahmin	braambaru	haarru	braahmaṇaru
6. is he there	iddaareenu	iddaareenu	iddaara
7. lantern	kandiilu	laaṭanu	laandra
8. medicine	ausadha	ausuddi	ausadhi/maddu
9. bajji a dish	buraburi	bhaji	bajji/boonḍa
10. ornament	vasta vastavodave	daagiinu	odave
11. gutters	ghataara (Marati loan)	ghataara	caraṇḍi
12. Caṭni	caṭni	hiṇḍi	Caṭni
13. a vessel with large mouth	boogooni paateeli dabari	dabari boogooni	agalapaatre
14. lane	ooni	ooni	biidi
15. ash	vibhuuti	iibatti	vibhuuti
16. much	bhaala	bhaala	bahala/tumba
17. to make fun	caasta	nagacaastigi	tamase/ceeste
18. sweet oil	ollenni	gunadenne	ollenne
19. Spectacles	caaliisu	Caaliisu	kannaḍaka
20. biiga/lock	kiili	kiili	biiga
21. Potato	bataate	bataate	aalugaḍḍe
22. husband	ganda maṅeyavaru/yajamānaru	hiryā	yajamānaru/ hammavaru

Meaning	Dharwar brahmins	Dharwar non-brahmins	Bangalore
23. in the evening	sañjiimunda	sañjiikaḍe	saayaṅkāla
24. water tank	handu gaccu	handu	totti
25. clothes	arivi	arivi	baṭṭe
26. umbrella	khodi chatri	khodi chatri	koḍe
27. offering	neevidya māḍu	eḍe māḍu	neweedyamāḍu
28. attempt	khaṭapaṭi	khaṭapaṭi	prayatna
29. mosquito	cikkāḍu hungāḍu	cikkāḍu	solle
30. to serve rice	annabādisu hāku	annaniidu (baana)	annabaḍisu
31. bath	snaana	jaḷaka	snaana
32. temple	guḍi	guḍi	deevasthāna
33. goldsmith	pattaaru	pattaaru	akkasāligaru
34. Sāmbār	huḷi	kharabyaaḷi	huḷi
35. relation by marriage	biigaru aaptaru	nentaru biigaru	baḷagaḍavaru
36. grand father	ajja muttāta	ajja muttyya	ajja muttāta
37. market	pyaaṭi	pyaaṭi	peeṭe
38. cowdung	segaṇi	heṇḍi	segaṇi/sagaṇa
39. forest	aḍavi	aḍavi	kaaḍu
40. intelligent	śpaṇe	śpaṇe	jaaṇa
41. butterfly	paatargatti	paataragatti	cittte
42. 'moor kulampu' (adish)	majjige paḷaḍe	majjige ambaru	huli majjige paḷaḍe

A few forms which show variations due to caste and other Sociological factors are as follows: (From Kannada magazine 'Kasturi' dated April 1974)

(Story 'hosa ale' - writer 'Śaantaa deevi kaṇavi)

Non-brahmin	Brahmin	Literary forms	Meaning
1. aiti	ada	ide	is
2. jaḷaka	snaana	snaana	bath
3. carige/big vessel	tambige	tambige	a small water pot
4. nyaari	palahaara tiṇisu/tiṇḍi	palahāra	break-fast
5. hokkiini	hoog tiini	hoogutteene	I go
6. gadaana laḡuuna	lagune	beegane	quickly
7. yappa yaVVa	appa aVVa	amma aVVa	mother
8. eḍḍ dina	yeraḍu dina	eraḍudine	two days
9. taraaka	tarlikke	taralikke	to bring
10. kuuṇḍru	kuṇḍu	kuḷituko	You sit
11. adaaVanta	aVa anta	iVe endu/ anta	there are-such that
12. hoṇṭaaVa	hoṇṭaava hoṛative	horative	they have started
13. gaṅgaaḷa	taatu	taṭṭe	plate
14. kaaḷaji	cinte	cinte	worry